



GRADUATE STUDIES NEWS

Volume 5, no. 10

November/December 1990

From the Dean's Desk

For Richer, For Poorer



There is a common perception that artists not only **are** starving but that they **should**; that somehow "living on the edge" is basic to the creative process. There is also a not uncommon perception that people who study in fields like philosophy, history, religion, or the liberal arts and humanities generally do so for "the sake of knowledge." One of the net results of such thinking is that students who do master's or doctoral level study in these fields are painfully underfunded.

The basic global budget of NSERC is dramatically larger than that of SSHRC. Yet, in Canada, the total number of students in the humanities, social sciences, liberal and fine arts is several times as great as that in the natural sciences and engineering, for example. What is going on here?

It is generally accepted that there are certain significant capital equipment costs in physics and biology labs, in artificial intelligence research, in space research and building or computer engineering and

such other equipment/laboratory dependent disciplines. It is also broadly believed that the "productivity" of fields such as engineering, astrophysics, molecular biology, pharmacology, computer science, etc., is such that the results in great part justify the dollar input to these areas. We are forever thankful for well built roads, hydro-electric systems virtually unparalleled in the world, finely tuned automobiles, subway systems and safe airplanes, high-tech advances of all sorts which frequently make our daily lives easier, more pleasant and more secure. Our "life style" rests in great part on such technical and productive activity.

Life style, as we all are deeply aware, is more than the accumulation of "things." Life style is in part the expression of our culture's life-values.

One of the underlying life values which is in need of concerted nurturing is the reflective and creative spirit of the human mind. There is of course the reflective element in all doctoral work. But just as the reflection in the natural sciences and engineering takes place with respect to the lab research and theories in those areas, so the reflection in the humanities and liberal arts deals with the diversity and meaning of concepts about the nature of society, religion, culture, history, and the very question of the nature of value itself. In what we generally call the 'fine arts,' there are two interrelated needs which are often overlooked. The studios of our imaginative artists are not cheap; they are costly not only in the world of working artists but even more so in the world of our highly talented teaching artists. These teachers and researchers make use of highly prized

equipment; they need resources to do so. Students who pursue graduate work in fine arts, whether the academic facet in art history or art education, or in creative production in studios and conservatories, also have very real daily requirements which they must satisfy to allow their energies to be properly channelled into inventive work. They, too, need resources.

A well-developed and mature culture is marked by its capacity to encompass the diverse aspects of the total human enterprise. As one facet of the Canadian setting, graduate studies is dedicated to the enhancement of such maturity and looks to the various funding agencies more equitably to acknowledge the diversity of the enterprise.

M.E. Szabo
Dean

INSIDE

Jan St-Macary: PhD candidate in Administration p. 2

Lorna Roth: PhD candidate in Communication p. 3

Awards Reception p. 4

Upcoming Doctoral Examinations p. 4

Jan St-Macary: Ph.D. in Administration

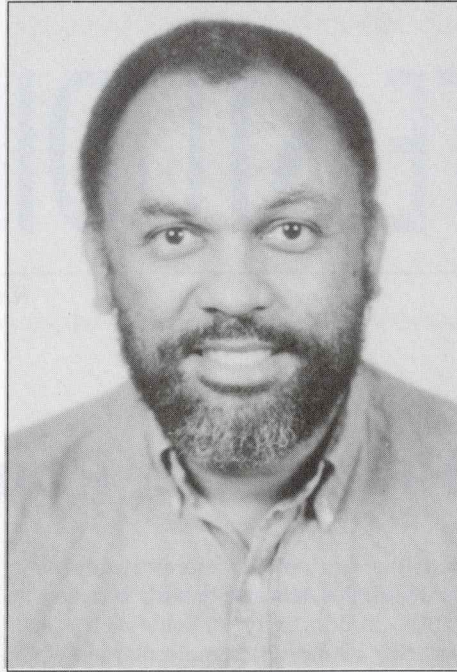
by Gary Caplan

Jan St-Macary graduated from Drew University in Madison, New Jersey with a B.A., major in economics, in 1973. He also worked a few years within the American banking system. In 1976, he moved to Montreal and began work at the Royal Bank of Canada and started his Diploma in Management at McGill University. By 1986, St-Macary had completed both his diploma from McGill and an M.B.A. at Concordia, majoring in management. He then began working full-time on his Ph.D. in Administration.

His twelve-year career in banking both in Canada and the U.S. has given him an insider's view of the heart of North America's thriving business community. He brings to his studies a solid and broad perspective based on his international education and work experience. His M.B.A. studies provided an opportunity to gain knowledge that St-Macary has been able to put to practical use, while the Ph.D. program provides more fundamental understanding of administration. This, in turn, will grant him the opportunity to contribute to the discipline, and as importantly, it will give him the skills and opportunity to teach at the university level.

St-Macary's mother was a teacher and family members gave literacy lessons to young Haitians during summer vacations. In Canada, through the bank, he had the opportunity to train commercial loan officers and at night gave literacy and French courses to new immigrants. He enjoys and is enthused by these teaching experiences.

St-Macary's master's thesis was entitled "Managerial Stress and Performance: An Empirical Study." Its objective was to "investigate the causes of stress and the relationship between stress and managerial performance. A number of hypotheses pertaining to stress and performance were tested, based on a questionnaire survey. The respondents were bank managers, primarily francophone males occupying various positions at the branch level. No relationship was found between stress and performance within that occupation. The implications of these findings for the organization and for the employees were discussed. It was suggested that more valid measures of performance are needed, and that research based on several and varied occupations may be necessary to capture the relationship that may exist between stress and performance."



Jan St-Macary

St-Macary decided on Concordia University as the venue for his doctoral studies for a number of reasons. In addition to being able to work again with his research supervisor for his M.B.A., Dr. V.V. Baba, he also has Dr. J.P. Brunet as supervisor on his committee, Dr. W. Taylor of Concordia, and Dr. Henry Mintzberg at McGill, an authority on strategic management. He chose Concordia based on his previous experience as a student. Administratively he felt that Concordia was superior to the rival choices of l'Ecole des Hautes Etudes Commerciales de Montréal, McGill University and l'Université du Québec à Montréal (UQAM). The personal and moral support he has received from both Drs. Baba and Brunet was really the deciding factor. "Although it doesn't have the financial assets of the other universities, Concordia tries much harder," St-Macary explains, "They don't have money but they'll say, 'Here's an office you can use'."

St-Macary has been awarded three SSHRC Fellowships, an FCAR Fellowship, the Alcan doctoral fellowship, and a graduate teaching fellowship. He defines his doctoral studies thus: "In my opinion, entrepreneurial, cultural, historical and political factors are given insufficient importance in the approaches taken in both economics and strategic management. This is no accident, but rather a systemic bias

due to the prevailing functionalist approach taken in the field of management in general and strategic management in particular. In the mainstream tradition of economics and sociology, writers in the field of strategic management view organizations as concrete organisms which strive to adapt to their environment. Axiomatically, it is considered that elements that form the organization (e.g. workers, C.E.O.s) or of which it is part (e.g., the larger society) contribute to the maintenance of the organization, and need to be considered only in so far as they do. It is a paradigm of order and harmony, which has the advantage of being parsimonious, and which has allowed important theoretical and empirical advances.

I argue, however, that it has allowed this focused view only by blocking out our peripheral vision and systematically oversimplifying certain factors that impact on the organization. For example, our treatment of entrepreneurship, culture, history, politics and psychology is relatively 'thin'. In my first theoretical paper entitled, "What's the Use? An Appraisal of the Functionalist Approach in Strategic Management," I take a critical look at the theoretical foundations of that field. I intend to explore in my doctoral thesis on the strategy making in professional bureaucracies, factors that explain their strategic behaviour and performance and which are systematically or largely overlooked by the dominant functionalist approach. It is generally understood that in professional bureaucracies, strategic management is largely an incremental and cumulative process which builds on the particular strengths of the organization, since, contrary to other types of organizations, they can hardly count on the number and types of projects that will come to be, and even less on which ones that will come their way. Many of the underlying forces that drive their strategy-making are poorly understood and remain unexplored. My second theoretical paper traced the fifty-year history of one firm," St-Macary concludes.

The one thing that comes through strongly just in speaking to St-Macary is that teaching, whether it be French to new immigrants, to bank employees or teaching business policy to undergraduate students in Commerce, is a passion for St-Macary — one he hopes to be able to indulge full-time upon completing his doctoral studies.

Lorna Roth: PhD Candidate in Communication

by Anne Marie Laurin

Lorna Roth is a woman whose personal interests have led to a fast-paced and diversified career.

In 1968, Ms. Roth began her career by teaching grade six after receiving a diploma in education from McGill University. She continued studying on a part-time basis making the Dean's academic honours list four years in a row, and received a B.A. (with Distinction) from Concordia University in 1972. After teaching five years, Lorna decided to take a leave of absence to return to university — this time to study communications. She did not quit her teaching position outright, "because it's important, especially for women, to have a fall-back plan, to promote one's own independence financially and emotionally — on all fronts," says Roth.

After completing Concordia's Communication Studies Diploma Program in 1974, Roth applied to the National Film Board to distribute Kathleen Shannon's *Working Mothers* film series, and was hired to use these films as social animation tools within a feminist consciousness-raising project in Montreal.

In 1975, Lorna Roth spent time in Frobisher Bay under the auspices of the National Film Board where she researched the film distribution system, and began to examine the role and impact of non-native media within Inuit communities. This experience shifted her career pattern considerably. "I arrived in Frobisher Bay with no idea of how important this trip would be to the rest of my life. I must admit," she notes, "that my perceptions and behaviour patterns were strongly challenged by this cross-cultural experience. It was indeed a shock which led me to rethink my values, attitudes, and behaviours." Lorna quit her teaching position at the end of the year to work full time in the field of intercultural communications.

Since the mid-seventies, she has operated on two tracks. On the work track, she has completed a variety of cross-cultural projects related to the development of a policy for northern aboriginal broadcasting rights. Building on another area of her expertise, she has spent years travelling to native communities to train Amerindian teachers within a Bachelor of Education program sponsored by the Université du Québec à Chicoutimi. And as a lecturer at Concordia University, Roth has taught within the Communication



Lorna Roth

Studies program since 1978. Courses which she regularly gives at the undergraduate level include Intercultural Communications, Northern Communications, and Broadcasting Policy; at the graduate level, Alternative Media and a Seminar in Media Policy, Responsibility, and Management. Roth has acted as a communications and education consultant to the James Bay Cree, the Mohawks, the Naskapis, and the Inuit nations and is presently working on a project related to the use of Cree regional radio for health promotion purposes.

On the scholarly track, Roth completed her M.A. at McGill University in 1983. Her thesis was entitled "The Role of Communication Projects and Inuit Participation in the Formation of a Communication Policy for the North. While at McGill, Roth won the Canada Council Special M.A. Scholarship in 1978 and the Quebec Government Scholarship for Graduate Studies in 1980. After working in the field for several years, Roth decided to return to academic work in 1987 and began the Joint PhD program in Communication (Concordia, UQAM, and Université du Montréal). To date, she has been awarded the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships for the last four years as well as a Concordia McConnell Fellowship for two years. Her doctoral dissertation will address questions pertinent to cultural and racial diversity in Canadian broadcasting policies and practices.

When Roth joined the PhD program, she was one of twelve pioneer students, only three of whom were women — one from each university. As a student of culture, Roth could appreciate the issues involved with implementing a new program

in not just one, but three different universities. One of the main drawbacks Roth felt at the time was the lack of women (students and faculty) within all three universities. "It is important to have women to relate to, to have scholarly women as role models, to have women colleagues to discuss and analyze ideas with. Women have a different perspective on academic work, and with an all-male faculty that first year, it was difficult not to feel marginalized," says Lorna. The second year was easier in terms of the gender balance, when Gail Valaskakis (Concordia University) and Annie Méar (Université de Montréal) began to teach in the program.

Ms. Roth feels that the recognition of women's roles and participation in the production of scholarly work should start at a very young age, so that by university level, gender equality will be perceived as a norm and not an exception within the academy. This obviously takes time. "Those in power don't want to shift institutional relations to share that power. The old boys' networks are very difficult to break down in the academy, but we've got to chip away at them, however slowly. With affirmative action programs, qualified women have a golden opportunity to take their place in university life and in scholarship development within the broader academic community," states Roth.

As a result of her convictions, Roth is especially aware of the silent female students in her classes. She uses a pedagogical approach which she hopes supports the democratic participation of all her students in class discussions and activities. Recently, Ms. Roth initiated a teaching method that became so popular with the students and teachers that other instructors at Concordia have adopted it. In her broadcasting policy course, the students are assigned a simulation exercise in which they pretend they are applying for a radio license from the Canadian Radio Television/Telecommunications Commission (CRTC). It is a mock application with a mock panel of Commissioners, but the procedures and pressures are real. "The students develop a practical, realistic sense of the license application procedure. It keeps them alert to the realities of the tough competition in this business and makes the students aware of the economic and socially responsible basis of radio programming," says Roth. The exercise operates like this: Once the applications

Graduate Awards Reception

by Jennifer Keane

Concordia Graduate Scholarship and Fellowship winners got some well-deserved recognition on October 30, when the Division of Graduate Studies held its annual Awards Reception.

Among those present were winners of corporate, governmental and Concordia's own scholarships and fellowships. Informal presentations were made to and photos taken of winners of the corporate-sponsored scholarships, and, for the first time, winners of Concordia Fellowships were given a congratulatory certificate to

recognize their achievement.

Dr. M.E. Szabo, Dean of Graduate Studies, was pleased that the reception was well-attended.

"It reflects the increasing numbers of scholarship and fellowship winners coming to Concordia. We are now attracting students from all over the world. It was a very pleasant, informal party, although I believe we've reached a particular stage where there is a need for a more formal presentation."

Patricia Verret, Concordia's new Graduate Awards Officer, agreed. "We would like to have more of our corporate donors there next year, to have a chance to publicly thank them for the support they give to our students, and to give the Concordia community a chance to publicly congratulate the students."

In all, seventy-three Concordia and J.W. McConnell Fellowships were awarded, including twenty-seven renewals. The number of Concordia Fellowships granted has increased and will continue to do so. The Rector of the University, Patrick Keniff, has increased fellowship funding from \$45,000 last year to \$145,000 this year.

A further increase of \$150,000 has been promised over the next two years, and the Division of Graduate Studies hopes to begin working more closely with the Advancement Office to increase the number of external awards through corporate and private sponsorship.

Concordia's continued commitment to support students will enable them to achieve their educational and career goals. To all our winners congratulations and well done!

Some of Concordia's 1990-91 Winners:

Michael Dorland	<i>The David J. Azrieli Fellowship</i>
Mitchell Cherniack	<i>The John W. O'Brien Graduate Fellowship</i>
Ronald Richard	<i>The Stanley G. French Graduate Fellowship</i>
Juliette D'Almeida	<i>The Graduate Entrance Scholarship for Women in Engineering</i>
Eric Gedajlovic	<i>Alcan Doctoral Fellowship in Commerce & Administration</i>
Denise Lanthier	<i>Shell Canada Limited Doctoral Fellowship</i>
Hélène Filion	<i>Bank of Montreal Pauline Vanier Fellowship</i>
Jennifer Lynn Marcus	<i>Bank of Montreal Pauline Vanier Fellowship</i>
Jacqueline Sherwood	<i>Shell Canada M.B.A. Fellowship</i>
Andrea Farkas	<i>Shell Canada M.B.A. Fellowship</i>
Anne Fortin	<i>Royal Trust M.B.A. Scholarship (presented by Robert Attala, V.P. Marketing Distribution Network, Royal Trust)</i>
Anthony Gentilcore	<i>The Bessie Schulich Fellowship for Entrepreneurship</i>
Sandra Little	<i>The Barry J. Schwartz Memorial Fellowship</i>
Harvey Haldorson	<i>The Rose & Norman Goldberg Award of the National Council of Jewish Women</i>

ROTH continued from page three

are completed and returned to the mock CRTC and filed in the Public Examination Room (in this case the Learning Centre in the Communication Studies Department), they are carefully scrutinized by the Commissioners. For one full day, the students undergo a mock hearing at which their applications are subjected to heavy, serious questioning. Students are expected to verbally review their applications and defend the decisions and positions they propose. At the end of the exercise, a licensing decision is taken by the mock CRTC. The panel sometimes includes actual members of the CRTC simply because they are interested volunteers who like to witness the kind of raw talent that is emerging from

the universities. The exercise works really well and the students develop a real appreciation of simulation as a method of learning. Furthermore, Roth believes it helps to prepare them to defend their own ideas when under pressure, and wishes she had had that experience early in life.

Roth is firmly committed to research and work at the community level and sits on the Board of Directors for the Centre for Research/Action on Race Relations where she is involved in lobbying for the legal recognition of Canada's cultural and racial minorities in broadcasting and other legislation. She is also a member-at-large on the Board of Directors of the Canadian Communications Association.

Upcoming

Doctoral Examinations

LATCHINIAN, Lilain

Chemistry and Biochemistry

Date: December 4, 1990 at 10:00 a.m.

Location: H-762

Title: *Biochemical and immunological aspects of O-glucosyltransferases involved in flavonoid glucoside biosynthesis*

URSEL, Nancy

Administration

Date: December 5, 1990 at 2:00 p.m.

Location: H-769

Title: *Geographic and Product-Line Bank Expansions: Effects on Bondholders' and Shareholders' Wealth*

RAHMAN, Mohammed Anisur

Electrical and Computer Engineering

Date: December 7, 1990 at 9:30 a.m.

Location: H-769

Title: *Noncoherently Combined Modulation-Coding for Frequency Hopping Acquisitionless Systems*

GOWRI, Krishnan

Building Engineering

Date: December 12, 1990 at 2:00 p.m.

Location: BE-346

Title: *Knowledge-Based System Approach to Building Envelope Design*

WONG, May

Psychology

Date: December 14, 1990 at 2:00 p.m.

Location: H-773

Title: *A Path-analytic Study of Coping with and Recovery from Surgical Hospitalization*

The examinations for the above students will take place in the Hall Building, 1455 de Maisonneuve West, Montreal., except for K. Gowri's exam which will take place at 1257 Guy, Montreal.

Editorial Committee :

Chair: M. E. Szabo

Editor: D. MacFadden

Editorial Asst.: A-M. Laurin

Printing: Concordia Printing Services

Published by:

The Division of Graduate Studies

Mailing Address:

1455 de Maisonneuve Blvd. West

Montreal, Quebec H3G 1M8

Location: 2145 Mackay Street

Telephone: (514) 848-3800

Fax Number: (514) 848-2812